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**AN OVERVIEW OF ENTREPRENEURIAL UNIVERSITIES AND
MAIN BARRIERS TO ENTREPRENEURIAL UNIVERSITY
DEVELOPMENT IN KAZAKHSTAN**

This article aims to study world experience of entrepreneurial universities and reveal main barriers to the development of entrepreneurial education in Kazakhstan. The study was carried out using secondary data, in particular global university entrepreneurship reports, scientific articles of local and foreign scientists, and legislative acts. World experience shows that entrepreneurial universities more fully meet innovation needs of the economy and business in the field of education, being educational, research and industrial centers. Results of this study reveal that for successful development of entrepreneurial university it is important to create mechanisms of transformation of classical education, and take measures for creating favorable external and internal conditions to ensure the strategic interaction in the system "University-Business-Government". Regardless of the approaches applied in different countries, entrepreneurship is recognized as the most important area of education.

Key words: entrepreneurial university, Triple Helix, transformation of HEIs in Kazakhstan.

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**Кәсіпкерлік университеттерге шолу және Қазақстанда кәсіпкерлік
университетінің дамуындағы негізгі кедергілер**

Бұл мақаланың мақсаты кәсіпкерлік университеттерінің әлемдік тәжірибесін зерделеу және Қазақстанда кәсіпкерлік университетін дамытудың негізгі кедергілерін анықтау болып табылады. Зерттеу қайталама деректер, атап айтқанда жаһандық кәсіпкерлік университеттерінің есептері, жергілікті және шетелдік ғалымдардың ғылыми мақалалары мен заңнамалық актілер арқылы жүргізілді. Әлемдік тәжірибе көрсеткендей, кәсіпкерлік университеттер білім саласында білім беру, ғылыми-зерттеу және өндірістік орталық болып табылатындықтан экономика мен бизнестің инновациялық қажеттіліктерін толығымен қанағаттандырады. Зерттеудің нәтижелері кәсіпкерлік университеттерінің дамуы үшін классикалық білім беруді трансформациялау механизмін құрудың және «университет-бизнес-мемлекет» жүйесінде стратегиялық өзара қарым-қатынасты қамтамасыз ету үшін қолайлы сыртқы және ішкі жағдайларды жасау жөнінде шаралар қабылдаудың маңызды екенін көрсетеді. Өртүрлі елдерде қолданылатын әдістерге қарамастан, кәсіпкерлік білім берудің маңызды саласы ретінде танылады.

Түйін сөздер: кәсіпкерлік университет, Үштік спираль, Қазақстандағы ЖОО-ның трансформациясы.

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Обзор предпринимательских университетов и основные барьеры на пути развития предпринимательского университета в Казахстане

Данная статья нацелена на исследование мирового опыта предпринимательских университетов и выявление препятствий на пути развития предпринимательского образования в Казахстане. Исследование проводилось с использованием вторичных данных, в частности глобальных докладов о предпринимательстве в университетах, научных статей местных и зарубежных ученых и законодательных актов. Мировой опыт показывает, что предпринимательские университеты более полно отвечают инновационным потребностям экономики и бизнеса в области образования, являясь учебными, исследовательскими и промышленными центрами. Результаты данного исследования показывают, что для успешного развития предпринимательского университета необходимо создать механизмы трансформации классического образования и принять меры для создания благоприятных внешних и внутренних условий в обеспечении стратегического взаимодействия в системе «университет-бизнес-государство». Независимо от подходов, применяемых в разных странах, предпринимательство признаётся наиболее важной сферой образования.

Ключевые слова: предпринимательский университет, Тройная спираль, трансформация вузов Казахстана.

Introduction

Worldwide, pressure on educational institutions is increasing, requiring them to change: globalization, social mobility, development of online technology, demographics and economic pressure on governments to reconsider their investments in services funded by the state, creating a highly uncertain and unpredictable environment for higher education (Gibb, 2005). Facing these conditions, the entrepreneurial response is the appropriate response for organizations to solve and use challenges and opportunities which arise.

The concept of the entrepreneurial university includes certain features, in particular, the concept of organization, innovation, commercialization, creation of new businesses, employment opportunities, interaction with business and society development etc. In the academic context and environment, entrepreneurship can be seen as the development of a set of individual behaviors, skills and attitudes, characterized by the entrepreneurs (Hannon, 2013).

As President N. Nazarbayev in his Address to the Nation (Address of the President, 2012) stated “to become the developed competitive state, we must become a highly qualified nation”, “one of our strategic goals is to ensure that by 2050 the contribution of small and medium-sized businesses in the country’s GDP would be at least 50%. These measures need to be accompanied with the organization of business trainings and financial literacy. We need to further develop tools to support mass entrepreneurship” (Address of the President, 2017), entrepreneurial education will provide the

realization of these goals, as well as a breakthrough of Kazakhstani universities in the number of ranked universities in the world and increase their competitiveness.

Materials and Methods

This study can be divided into three parts; the first is about theoretical overview of the entrepreneurial university, the second is the practical experience of entrepreneurial universities worldwide, and the third is about an analysis of the development of entrepreneurial education and relevant problems in Kazakhstan.

The first who attempted a systematic scientific understanding of the process and introduced into scientific use the term of “Entrepreneurial University” was Clark B.R. (1998), who formed the concept of “entrepreneurial university”, selecting five common features (enhanced directing core, expanded development periphery, diversified funding base, stimulated academic stronghold and an integrated entrepreneurial culture. Clark’s model, “Triple spiral” by Etzkowitz, H. (Etzkowitz, 2004, 2008, 2014) , and European Commission – Organization for Economic Cooperation and Development “A Guiding Framework for Entrepreneurial Universities” (EC-OECD, 2012) are the most developed conceptual approaches to form an entrepreneurial university, which are as a methodological basis for the development of entrepreneurial universities in the world.

Among Kazakhstani scientists conducting research in the field of entrepreneurial/business education, the following ones must be marked out: Tayauova G.Zh. (2014), Kozhakhmetov A.B. (2014,

2012), Monobaeva A.I. (2014), Bayserkeev O.N. (2012), Shalbayaeva Sh.E. (2014) and others.

Despite the availability of scientific works of foreign and domestic authors, the issues of development of entrepreneurship education require deeper studies taking into account the beginning of the process of transformation of classical education into entrepreneurial one and a necessity of formation and development of entrepreneurial culture which ensures innovation and competitiveness of the state.

In this study we use the following methodological approaches: systematic, comprehensive, and historical approaches to study the development of entrepreneurial university; market overview, professional organizations reports, and government policy documents are used as materials which contain the trends and situation related to entrepreneurial universities worldwide and Kazakhstan, and also conclusions and findings of the works of foreign and domestic scientists on problems of entrepreneurial education and the formation of entrepreneurial universities.

Literature Review

In the middle of the last century in some developed countries the process of transformation of traditional universities into entrepreneurial ones began. Entrepreneurial universities help to overcome the existing imbalance between the requirements of society to universities, and their ability to meet these requirements.

There is a clear role of entrepreneurship education and training which requires to design learning environment in universities and provide opportunities that encourage entrepreneurial thinking and action. Knowledge is no more the unique domain of universities. Kwiek (2012) quotes Williams (2012) emphasizing that "...as emerging economies, especially in Asia, are building up their higher education system, "knowledge" by themselves are unlikely to ensure premium earnings during the 20th century".

Entrepreneurial universities in the United States 235 universities (research universities of categories I and II), which are the core of the American system of higher education and the center for the development of basic science. These include Harvard University, Yale University, Columbia University, University of Berkeley, etc., many of which are leading in world rankings. Entrepreneurial universities have sufficient financial resources and significant financial funds, in the formation of which graduates actively participate (Kett, 2012). Successful examples of the interaction between higher education and science in the United

States are the Silicon Valley, the Research Triangle Park (North Carolina), the "Boston Road 128" Technological Park, and others.

The basis for the success of the functioning of the Silicon Valley has been a long-term effort to create firms, state support for research and development (R&D) and the development of business support policies. Research Triangle Park (North Carolina) was established in 1959 on the basis of three universities. Currently, in the Park operates about 130 research institutions and 160 companies with a total employment of 40 thousand people. The creation of this Park has made it possible to turn North Carolina into one of the most developed and educated regions of the United States.

A clear example of the union between university science and production is the "Boston Road 128" techno park, based on three largest universities in the northeastern US, namely North-East and Harvard Universities, as well as the Massachusetts Institute of Technology. More than 350 industrial companies operate in the techno parks, one third of them are branches of the largest American multinational corporations, and more than a thousand scientific research laboratories and organizations.

The reform of existing classical universities into entrepreneurial universities in Western Europe began relatively recently. In general, universities are not, as in the US, a powerful scientific base, but represent one of the elements of the system lie research institutes, national laboratories, scientific parks, and others (Kwiek, 2008).

Great Britain is considered the fourth country in the world in terms of entrepreneurship and the second on innovation and the quality of scientific research. The problem of development of entrepreneurial universities is considered in the country at the highest level and with the inclusion of members of Parliament. Such centers and programs as the "National Center for Entrepreneurship in Education", the "Enterprise Leadership Development Program" for higher school leaders, the "International Program for Entrepreneurship Teachers", which brings together leading specialists in business and education, have been created.

The most successful entrepreneurial universities in the UK are Cambridge University, Imperial College, University of Birmingham, University of Oxford, University College London (UCL), and London Business School (LBS). The Department of Education of Entrepreneurship Skills has developed the "Young Enterprise Fiver Challenge" program to develop business skills in schoolchildren from 7 to 11 years old, which included activities where

children were provided with a trading platform at the St. George's Market in Belfast (Williams, D., 2012).

The Irish authorities, with the aim of developing entrepreneurial skills among young people, have created a charitable organization called "Young Enterprise Northern Ireland", which develops the entrepreneurial skills of young people from 4 to 25 years.

In Germany, the development of entrepreneurial universities is influenced by the features of the formation of regional innovation systems. The most famous is the Maas – Rhine triangle or the Euroregion Maas – Rhine, which includes the western part of Germany (North Rhine -Westphalia), the southern part of the Netherlands (South Limburg region) and the eastern part of Belgium (Wallonia region). It has seven leading technical and three medical universities, a number of public and private research centers of the world level, in particular, Aachen University of North Rhine-Westphalia, Aachen University of Applied Sciences, etc. (Lehrer and others, 2007).

In Sweden, the formation of entrepreneurial universities in the form of a "triple helix" began in 1980. One of them is the University of Lund, which was the first to implement a course on practical entrepreneurship and became one of the most knowledge-intensive universities. Entrepreneurial universities are the largest techno parks, for example the Kista Science City techno park created on the basis of the University of Information Technologies, formed by the Royal Institute of Technology and Stockholm University, which is called the "Silicon Valley of Sweden" (Voloshina, 2014).

In 2009, Finland had 20 universities (yliopisto) and 26 polytechnics (ammattikorkeakoulu), which represented the "universities of applied knowledge" and launched a program, to reform higher education, aimed at the formation of entrepreneurial culture in universities (Foss and Gibson, 2015). The Ministry of Education and Culture of Finland in cooperation with other ministries and stakeholders issued guidelines for entrepreneurship training. They include tasks for 2015, focusing more on entrepreneurship across all levels of education and on more effective cooperation between key players in developing training methods to support entrepreneurial activities. In general, the concept of entrepreneurial education in Finland assumed a smooth three-stage transformation:

- Learning to understand entrepreneurship.
- Learning to be entrepreneurial.
- Learning to be an entrepreneur.

In Latin America since 2009 studies are being conducted around the «Triple Helix». The main goal is to analyze and develop mechanisms for interaction between universities, business and the state from the point of the «Triple Helix» approach. At the same time, the effectiveness of the practical use of innovative technologies and products in Latin America still lags far behind the countries of Europe and the United States.

For the development of entrepreneurship in Israel, the Tnufa program has been adopted; there are techno parks, service organizations for the transfer of technology. The largest center of natural and applied research is Haifa Technological University «Technion», under the auspices of which 58 technology incubators work.

Israel ranks second after Silicon Valley in the concentration of start-up companies of high technology, and is ahead of the US in terms of the number of scientists and engineers per capita. Scientific and research work is carried out by 16 institutes and centers that are part of the Herzliya Interdisciplinary Center. Israel has created a powerful state support for the development of innovations; there are more than 20 programs, among which companies to promote the patents of teachers and university staff. In order to increase the efficiency of the commercialization of innovative developments at the Skolkovo Science Center in Russia and the promotion of Israeli innovations to the Russian market, a joint Russian-Israeli enterprise, IsraelSkolkovoGateway, was set up on a parity basis, whose goal is to create a joint venture fund to attract investment in international financial markets for the commercialization of innovative developments in Israel and Russia.

In 2010, the Skolkovo Foundation was established in Russia, the main purpose of which is to form a pool of innovative projects (companies) and to ensure their interaction among themselves and with key actors in the innovation system. The Fund has a large amount of funding, both from the state and private investors. In September 2012, the Association of Entrepreneurial Universities of Russia was established, the most important of which is to promote the formation of public policy, the implementation of technology transfer processes and the commercialization of intellectual results, and the effective partnership of universities with government authorities and businesses (ACEA, 2012).

In Kazakhstan in order to develop R&D and introduce innovations, an innovative infrastructure has been formed, consisting of

technology parks, business incubators, design offices, commercialization offices and regional commercialization offices, an international technology transfer center. In general, the innovative infrastructure of Kazakhstan is made up of entities created with the participation of state budget funds (republican, local budgets, funds of organizations with state participation), as well as state-created development service institutions (Amirbekuly, 2008).

To facilitate the coordination of innovative development processes and provide state support measures, the “National Agency for Technological Development” Joint Stock Company (JSC NATR) was established, the “Business Road Map 2020” program is being implemented (Resolution of the Government, 2015).

The innovative infrastructure of Kazakhstan’s economy includes:

- Development institutions (JSC «NATR», JSC «Science Foundation», NAO «National Agrarian Research and Education Center», JSC «Kazakhstan Center for Modernization and Development of Housing and Communal Services»).

- Design offices to serve the needs of enterprises by segments (agricultural, electrical, mining, transportation and oil and gas engineering).

- Techno parks like JSC «Techno park KazNITU named after K. Satpayev, Almaty; LLP Techno park «Alatau»; LLP «Regional Techno park of Astana»; LLP «Techno park» Algorithm «, Uralsk; LLP «VC Regional Techno park» Altai «, Ust-Kamenogorsk city; LLP «Techno park» Sary-Arka «, Karaganda; LLP «Regional Techno park in Yuko», Shymkent; «Alatau IT City Management»; «Techno park» UniScienTech «.

- Autonomous cluster fund of FEZ PIT Alatau, which is one of the 8 techno parks of the National Agency for Technological Development.

- Business incubators (Atyrau Business Incubator, Business Incubator SodBi, Shymkent, LLP «Small Business Incubator – KRTP», LLP «Karaganda Business Incubator», Business Incubator LLP East-Innovation Center «Zhardem», Semipalatinsk city business incubator, PF «Khromtau Business Incubator», etc.).

- Business Support Centers are aiming to develop entrepreneurship in local or regional economy, support innovation and transfer of technologies. Sixteen entrepreneurship support centers (ESC) are formed in JSC «Damu» in convenience with the program «Business Road Map – 2020», whose activities are aimed at supporting socially important young entrepreneurs’ business initiatives, the

financing of small and medium-sized enterprises, including the priority sectors of the economy (Luskalova and Kusaingazi, 2017; Nakipova, 2013).

Essential factors hampering the development of entrepreneurship in Kazakhstan, as reflected in the USAID report on the development of business incubators and Business Development Centers in Kazakhstan are:

- The lack of cooperation and coordination between various Programs of innovative development and entrepreneurship support.

- Lack of information about the needs of entrepreneurs.

- Limited consulting services, training and activities to establish and develop relationships for the benefit of the incubator and the growth of the company. Managers of business support organizations, trainers and consultants do not have sufficient experience and knowledge, are not familiar with the experience of other countries.

- Financing of the entrepreneurship support centers and techno parks is mainly carried out by the state, and therefore the management of these organizations does not show much interest in attracting other sources of financing by improving the quality of services provided, preparing the business for incubation, conducting a campaign to promote entrepreneurs, implementing new activities, etc.

In Kazakhstan, the process of forming entrepreneurial universities is at an early stage. In most cases, Kazakhstani universities are mainly involved in educational activities. The development of the main approaches to the transformation of Kazakh universities into entrepreneurial ones is actively pursued by such universities as Nazarbayev University, Almaty Management University, Pavlodar National University named after S. Toraigyrov, Taraz Innovative Humanitarian University, South Kazakhstan State University, Karaganda State Technical University, Karaganda State Medical University and etc.

The aim of facilitating the creation of entrepreneurial universities is preparation of future entrepreneurs who are innovative and initiative, who can work in the real sector of the economy and who can take risks and responsibility for their decisions. Kazakhstan universities need to develop their own development strategies and to position themselves in university environment on the basis of national priorities, regional peculiarities and specifics of its activities.

Unfortunately, there are a number of problems impeding the process of transformation of Kazakhstan universities into entrepreneurial ones:

- Universities do not have the necessary innovative infrastructure.
- Lack of qualified managers for technology transfer.
- Lack of sufficient autonomy and academic freedom of universities.
- Low level of knowledge in the field of commercialization of scientific developments.
- Entrepreneurial thinking is not developed, oriented towards the creation of economic value in society.
- Underdevelopment of the legislative framework regulating the functioning of business universities and their structures.
- The lack of theoretical and methodological justification of entrepreneurial education and entrepreneurial institution and its innovative role in the development of the knowledge society.
- A shortage of qualified teachers who, along with good theoretical training, have experience in entrepreneurial activities.
- The readiness of the managerial core, the staff, and students to transform the classical education into an entrepreneurial one.
- Low efficiency of innovative infrastructures that make up universities, and limited transparency of the results of their functioning.
- The lack of a motivational mechanism for the formation of an entrepreneurial university.
- The lack of requests for training specialists from business and akimats.
- The discrepancy between the content of education and the demands of the labor market, i.e. a significant proportion of graduates of higher education institutions are not in demand in their specialty (AlmaU, 2016).

Results and Discussion

An entrepreneurial university is a higher educational institution demonstrating entrepreneurial behavior open to organizational change, disseminating and commercializing knowledge, encouraging innovation with the active inclusion of teachers, staff and students in the generation of innovative ideas and their implementation (Aiesheva, 2016).

World experience shows that entrepreneurial universities more fully meet innovation needs of the economy and business in the field of education, being educational, research and industrial centers. Active role in the process of their functioning is played by the government and business that allows realizing the concept of innovative development, in which entrepreneurial universities have the leading role.

The process of building an entrepreneurial university model is related to the level of economic development of a particular country, corresponds to its cultural and national traditions, and is influenced by approaches to entrepreneurship training applied in a particular country. In American universities and colleges, the subject of entrepreneurship education is usually associated with the activities of venture companies. At the same time, the training is aimed at developing skills in identifying opportunities and allocating resources in a risky business environment. In Western European countries, entrepreneurship training focuses on developing skills that are necessary for small business. The main object of study is the small businesses. Most of the European countries pay attention to educational entrepreneurship in the framework of national strategies and initiatives, goals related to the promotion of entrepreneurship education in broader strategies (lifelong learning, education and youth, growth).

The experience of forming entrepreneurial universities in the United States, Western Europe and Russia shows that there is no single approach to building a model for the development of entrepreneurial universities. The common thing, regardless of the approaches applied in different countries, is that they all recognize entrepreneurship as the most important area of education.

Conclusion

The necessity of transition of Kazakhstan economy to innovative model of development, reducing government funding in education, increasing competition in the market of scientific and educational services, as well as strict requirements from the business community to education require most urgent and serious efforts not only from universities but also from companies and government. For successful development of entrepreneurial university it is important, first of all, develop the concept of entrepreneurial education with key priorities, and mechanisms of transformation of classical education in business; disseminate entrepreneurial spirit and entrepreneurial culture in the society (family, school, university, etc.); develop mechanisms to increase competitiveness of graduates on the basis of the competence model of a graduate of entrepreneurial university, and take measures for creating favorable external and internal conditions to ensure the strategic interaction in the system "University-Business-Government".

Entrepreneurial universities show the peculiarities of entrepreneurship, in particular the ability to respond quickly to environmental problems and changes, to develop entrepreneurial thinking through their management structures and policies, motivational and reward system.

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